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ABSTRACT

Developed through the Career Options Research and Development (CORD) Project and based on an analysis of 200 YMCA jobs, this syllabus includes training designed to improve the career mobility of YMCA employees. Topics include: (1) Fundamentals of Financial Development, (2) Techniques in Board and Committee Development, (3) Building Management, (4) Supervisors Techniques, (5) Public Relations, (6) Communications, (7) Community Development, and (8) Research Techniques. Other sections of this document provide background information concerning the project and a support system for the syllabus. Information related to the job analysis activity is included in the appendixes. (JS)

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SYLLABUS

FOR CAREER DEVELOPMENT

OF THE Y.M.C.A. STAFF

CAREER OPTIONS RESEARCH AND DEVELOPMENT

YMCA of Metropolitan Chicago

September 1971

VT014511

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as a supporting Advisory Document to the Final Report for the three-year project, 1968-1971.

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INTRODUCTION

Corporate success depends, to a large extent, on the skills, knowledge, and values of individuals. The employer, viz., YMCA, must also recognize that it must sustain employees with broad upward mobility. The YMCA has not developed an adequate system for career mobility among its employees.

Concerned about the problems of career development, the Career Options Research and Development (CORD) staff of Chicago YMCA designed a research project through which YMCA employees could visibly become aware of their roles within the existing structures.

By the use of Functional Task Analysis, the CORD staff, with the cooperation of YMCA employees, attempted to:

(a) Analyze two hundred YMCA jobs, and compare those results with the actual job descriptions, thus showing discrepancies between "what is supposed to be" and "what is actually" utilization of manpower.

(b) Allow employees to determine the kinds of in-service and/or pre-service training programs needed.

(c) Develop a syllabus of education and training created by the in-puts of employees.

Operating upon the notion that research from within an organization can be successful, simple interviews and

observations were made on-the-site and on-the-job. During the research phase, employees were equally fearful and apprehensive of internal investigators as they were of external investigators, as shown by:

(a) Hesitancy in divulging information about salaries, work relationships, job understanding, etc.

(b) Apparent lack of trust in the confidentiality of the information.

After careful examination of all data collected by the Career Options Research and Development staff, and with the cooperation of the Task Force of Research Liaisons and consultants, four general academic training catagories were identified as evidencing immediate need:

1. Administrative Skills
    a. Fundamentals of Financial Development
    b. Techniques in Board and Committee Development
    c. Building Management
    d. Supervisory Techniques
    e. Public Relations
2. Communication Skills
3. Community Development Skills
4. Research Skills

These training recommendations are by no means a panacea. It is evident that collaboration work within the total National Council of YMCA's will be needed to secure task data on a

larger population of employees, additional academic needs, and for obtaining greater amounts of financing for training programs. Of paramount importance is an Association structure that responds to the many particular training needs of employees.

The following Syllabus was developed to give an indication of the main points to be covered in each of the training catagories.

SYLLABUS

FUNDAMENTALS OF FINANCIAL DEVELOPMENT

Example of Content

An introduction to the basic components of securing revenue for program and/or facility operations. Emphasis will be placed on the development of successful finance campaigns, identification of prospective finding sources, and various approaches for soliciting volunteer workers.

TECHNIQUES IN BOARD AND COMMITTEE DEVELOPMENT

Example of Content

A basic course dealing with the functions of an administrator in the development of effective boards and committees. Specifically dealing with: the importance of boards and committees; the differences between the two; the relationship between boards and executives; and the responsibilities of board and committee members and the chairman.

BUILDING MANAGEMENT

Example of Content

This course will examine the ingredients of effective Branch/ Center operations from the standpoint of residence maintenance, security systems, janitorial services, and building coverage.

SUPERVISORY TECHNIQUES

Example of Content

This course will involve the participant in looking at the basic functions of a supervisor from the standpoint of

organizing and developing oneself to operate with maximum efficiency, to the selection of the right employees and their training and inspiration. Stress will be placed on keeping abreast of new techniques and developments. Participants will also be exposed to the problems of discipline and terminations.

PUBLIC RELATIONS

Example of Content

This course will offer ways of informing the communities served of Branch or Center activities, policies, and programs, as well as creating favorable community opinions.

COMMUNICATIONS

Example of Content

This is a basic course which will involve the participant in expository writing of reports and documents. Developing the ability to verbalize ideas with fluidity and ease, listening skills, and filtering what is heard for understanding. The Course will function in a workshop format, allowing the participants to be envolved in practical experiences.

COMMUNITY DEVELOPMENT

Example of Content

This course will take a seminar approach to look at the dynamics of community organization and development. The focal points of such a seminar will be: advocate planning within communities in identifying critical issues, the process of political organizing, motivating communities to act or react,

SUPPORT SYSTEM FOR SYLLABUS

GOAL

To develop a manpower planning model for early identification and development of employees for filling YMCA positions.

OBJECTIVE 1

Develop a plan for surveying employees in two catagories:
1. Those registered with the current national data system.
2. Those not registered with the national data system.
To identify career goals in terms of positions desired, timing, and preferred location.

OBJECTIVE 2

Design a series of training, job experiences, career guidance, and counseling pertaining to:
1. Entry level positions
2. Mid-career positions
3. Top management positions
To qualify employees to perform in these positions.

OBJECTIVE 3

Develop a system for projecting the probable number of job openings which will occur in given areas (segments) of the total YMCA system.

OBJECTIVE 4

Develop a strategy for having the plan adapted and implemented.

and how to collate diverse groups and organizations.

RESEARCH TECHNIQUES

Example of Content

This course will offer basic exposure to research processes from the standpoint of how and where to secure needed factual information, how to synthesize the materials gained, evaluation of the validity and usefulness of information acquired, and the production of a written research document.

BACKGROUND INFORMATION

The general concept for this Pilot Project dates back to April, 1970. At that time the research thrust focused on the development of career ladders and core curricula on the secondary and post-secondary levels of education for human services. During that time, one-fourth of the core curriculum, developed by "Career Options," was tested and validated at the Central YMCA Community College in Chicago, Illinois.

This project was initiated by the consideration of cost as compared with benefit, e.g., the cost of student (YMCA employees) and faculty participation with local impact directed to affect only those employees who participated in the pilot project (i.e., $435.00 per student/employee, and $1,800.00 per teacher, for one term for twelve credit hours). This high cost promoted the development of an alternative design geared to national impact by utilizing the existing resources of the National Council of YMCA's.

The Pilot Project was designed to bring about constructive change in response to the ever-pressing need and demand for realistic career ladders and academically based pre-service and in-service training programs for YMCA employees. Emphasis was placed on "real" needs of employees, rather than on maintaining organizational status quo, which treats human beings impersonally and mechanically. By utilizing YMCA

administrators and supervisors as Research Liaisons over a period of six months, the Project staff proposed to conduct a Functional Task Analysis study on a population of two hundred YMCA employees.

The Project staff felt that the Research Liaisons had to be people who could relate to the study population without producing fear of job loss; who had firsthand knowledge of the Associations under study, and who had flexibility of scheduling and accessability of movement within the Associations.

At this point, the first objective was to identify possible Associations and contact persons who would be willing to become Research Liaisons while maintaining their regular jobs in the various Associations. For these tasks, Jesse Alexander, Associate Executive Director, National Council of YMCA's, was contacted for his firsthand knowledge of the total Association, and became one of two technical consultants to the research project. With his help, an initial selection of eleven Associations was identified (it should be noted that pre-determined geographic boundaries, limited to the Midwest and East Coast, had been made by the Project staff, based on budget limitations). Identification of the eleven Associations anticipated that not all would be willing to participate, but would ensure the eight total desired.

The second Internal Consultant was Franklin Thomas,[1] Director

of Personnel Services, National Council of YMCA's, who was responsible for the implementation and maintenance of the computerized personnel data system for the entire Association. His awareness of the history and problems of this department, as well as the training and mobility opportunities available to YMCA employees throughout the country, made him an invaluable asset to the research project.

Under the current YMCA Employee Classification System, the Research Liaisons held various positions, from staff Associate (full time employees in program and/or administrative positions who have not met the requirements for a YMCA Director) to Senior Director (full time employees who have two years experience as a YMCA Director and had completed at least one of the current in-service training programs). Their responsibilities ranged from overall supervision of Branches or Centers to the development and promotion of specific programs. They ranged in age from mid-twenties to mid-forties, and all but one was male.

These ten YMCA employees and three "Career Options" staff people make up the Task Force on Career Development for YMCA Staff.

The Task Force was officially established in March, 1971. They met on the average of once every two months, usually near

weekends and for one day. The group always met in different cities, attempting to cut the cost of transportation. Each member was reimbursed by "Career Options" for their transportation, and was given a modest honorarium. Twice they met in YMCA Centers included in the study and once in a hotel.

From the beginning, the group made its own ground rules; the most important was informality. This allowed the discussions of problems affecting career mobility in their Associations to be open-ended and free flowing.

TECHNICAL NOTES

The objective of the first Workshop was to introduce and instruct the Research Liaisons to the Systems approach to Functional Task Analysis, a process whereby the job performed by an individual may be analyzed, described, and defined with precision into discrete units known as tasks. They were instructed to use two methods for collecting the task data: observation and interview.

Under the observation method, the Research Liaisons were told to:

(a) Observe the task through its entire cycle, until the worker completed the task;

(b) Record the task briefly and completely by noting the specific physical and mental action or decision made by the worker;

(c) Determine the purpose of the task, identify and record what the worker did (physically or mentally) to accomplish the purpose of the task;

(d) Secure a job description.

During an interview, the Research Liaisons were to encourage the employee to think and talk, in a logical sequence, of the tasks they performed, with the most important activity first. They were to ask the worker to describe infrequent tasks, and to find out what the worker did, what work got done, and to secure a job description.

Past experience in the first phase of the Project with Job Task Analysis taught the project staff that interviewers had a tendancy to identify people with a job. Consequently, the Research Liaisons were cautioned that they were to analyze the job, and not the person.

Equipped with this knowledge, an Instructional Manual, and forms designed for the project, the Research Liaisons began the first stage of their work back home, on-the-job. Each was required to analyze twenty (20) positions, ranging from Staff Associate to Senior Director.

The Project Staff recognized some problems that prevented the Workshop from being totally successful, from their point of view. However, they felt that feedback from the participants of the workshop would be the most effective method of improving future workshops. Insufficient time was identified as a hazard in one-day workshops, geared to giving instruction in the usage of technical methods in a back-home situation.

Examples of Feedback - Workshop I

Positive	Negative
Research design uncomplicated, simple, and sensible.	Not enough instructional materials and guides for Research Liaisons to take home.
Good demonstration of group decision-making.	One-day workshop does not
Utilization of diads for	

following workshop, allowing Research Liaisons to test their understanding of the methods and exchange of approaches.

facilitate enough actual workshop time.

Lack of method for determining depth of Research Liaisons' understanding of Functional Task Analysis.

Lack of anticipated constructive criticism following in-puts on Functional Task Analysis.

The second Workshop was held to collect and organize all task data, to become acquainted with the experiences of the Research Liaisons during the data collection, and to develop a schedule of activities and a distribution of responsibilities for the second stage of Research.

Sample of Feedback on Experiences

Research Liaison Code

.03 Half of the employees interviewed were working from day to day with verbal job descriptions.

.08 Seven of the employees interviewed had inaccurate job descriptions. The tasks performed were not indicated in the job description.

.04 The recent re-organization of the Association made the interviews fairly simple, because professional employees were responsible for

writing their own job descriptions.

.06 In the past year, the Association has been involved in 13 different kinds of analysis and surveys, without any feedback to the employees. This created the problem of low trust for the Research Liaison.

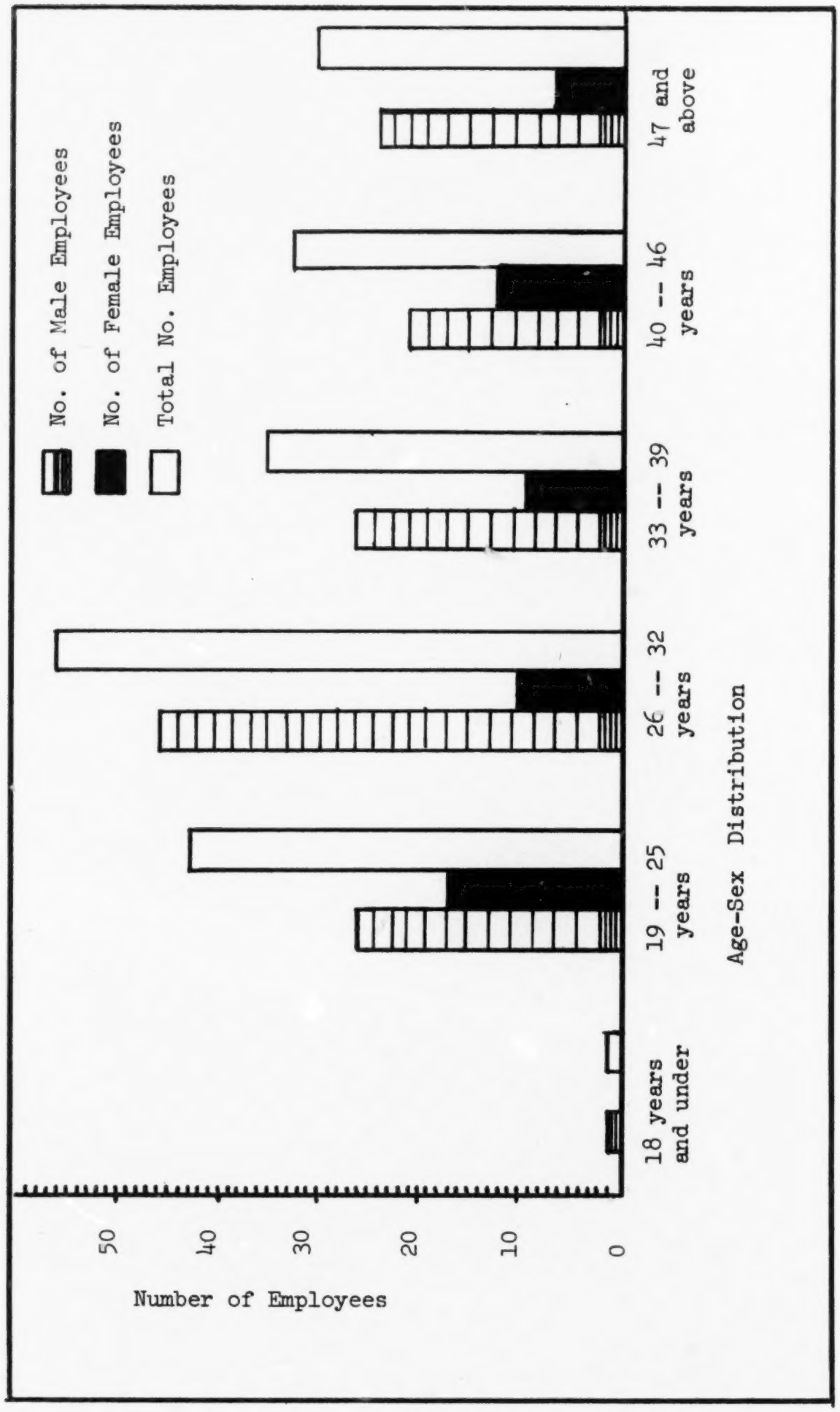
Observation and informal interviews with the study population indicated that they had responded to the research project with varying degrees of cooperation, suspicion, hostility, and apathy. Some participants deliberately falsified responses during informal interviews. Others openly expressed the suspicion that the information given would not remain confidential and could be used as a basis for their dismissal. One group in particular was so suspicious that a personal letter from a CORD member to each participant was necessary to re-assure them of the legitimacy and confidentiality of the study.

In each case, the Research Liaisons found it difficult to understand why the employees could not appreciate the importance of the project to them, in terms of payoff.

APPENDIX A

Age-Sex Distribution of YMCA Employees Interviewed

AGE-SEX DISTRIBUTION OF YMCA EMPLOYEES INTERVIEWED



APPENDIX B

Sample Listing of Job Title to
Show Age-Sex Distribution

SAMPLE LISTING OF JOB TITLES TO SHOW

AGE-SEX DISTRIBUTION

Job Title	Sex	Age
Associate Executive Director	M	58
Operations Director	M	28
Program Director	F	40
Director Adult Clubs	F	30
Physical Director	M	33
Office Manager	F	20
Detached Worker	F	21
Community Worker	M	28
Youth Director	M	27
Senior Program Director	M	25
Senior Counsellor	F	20
Program Director	F	23
Youth Leader	M	18
Executive Director	M	47
Associate Administrative Director	M	56
Assistant Director	F	21
Detached Worker Unit Director	M	26
Director of Group Work	M	40
Detached Worker	F	27
Administrative Director	M	59
Associate Administrative Director	M	62
Executive Director	M	51

Associate Program Director	F	23
Program Director	F	25
Executive Director	M	62
Project Coordinator	M	31
Executive Director	M	28
Business Manager	M	63
Arts & Crafts Director	F	43
Associate Physical Direcotr	M	56

APPENDIX C

Sample of Functional Task Analysis
Data Collected

SAMPLE OF FUNCTIONAL TASK ANALYSIS DATA

UNIT OR
BRANCH CODE H NO. OF EMPLOYEES 27

ANNUAL SERVICE
VOLUME 15,000 FUNDING
SOURCE (S) other
Govt., Pvt, other

PURPOSE: To change negative attitudes of youth (those who do not corform to community standard) through personal counseling, guidance, and educational programs relevant to community problems and control.

GOALS: To provide training in political science for youth involved in the leadership development program.

EMP. CODE H.2 SEX Male AGE 25

MARITAL
STATUS M M, S, D, W NO. OF
DEPENDENTS 1

HIGH SCHOOL
DIPLOMA? Yes G.E.D. _____ YES or NO

COLLEGE YRS. COMPLETED 5 1/2

CERTIFICATES ETC.
RECEIVED Bachelor of Science

NO. OF YRS. IN YMCA 4

PRESENT JOB TITLE Senior Program Director
(ATTACH JOB DESCRIPTION)
PREVIOUS JOB TITLE Physical Director

NO. OF YRS. ON
PRESENT JOB 1 1/2 PRESENT SALARY
RANGE $11,000.00

STATUS Full-time FULL-TIME, PART-TIME

AVAILABLE RELEASE TIME Yes

OCCUPATIONAL HAZARD (S) Physical violence from juvenile delinquents

OCCUPATIONAL RESPONSIBILITY Program promotion, design, and implementation

PRE-SERVICE TRAINING Behaviorial science training

IN-SERVICE TRAINING National Training Center for Outreach workers, APPD, NTL Labs.

NO. OF STAFF YOU SUPERVISE 14

NO. OF DIFFERENT JOBS IN YMCA 2

LEVELS BETWEEN SUBJECT AND BOARD 1

PER-CENTAGE OF NON-WHITE IN BRANCH OF CENTER 24 %

DEGREE OF JOB SATISFACTION (PER-CENT) 90 %

DEGREE OF SATISFACTION WITH SUPERVISION (PER-CENT) 0 %

TASK STATEMENT NO. 1

Checks workers' daily report sheets for use in on-going worker evaluation.

TASK STATEMENT NO. 2

Supervises counseling sessions to help program staff learn to use different types of counseling methods

TASK STATEMENT NO. 3

Conducts basketball practice to develop basketball skills and good sportsmanship

TASK STATEMENT NO. 4

Makes visits to public library for Foundation information on funding of special educational programs.

TASK STATEMENT NO. 5.

Teaches Black History course at local High School to help students learn Black history in the United States.

TASK STATEMENT NO. 6

Meets with locker room attendants and swimming instructor to mediate conflict situation.

TASK STATEMENT NO. 7

Enforces agency rules among gang members to prevent disruption.

TASK STATEMENT NO. 8.

Makes home visit to Program Board Chariman to evaluate the progress of current Programs.

TASK STATEMENT NO. 9

Makes visit to bank to deposit Branch cash in-take for the day.

APPENDIX D

Sample of Current Job Description
for Senior Program Director

SAMPLE OF CURRENT JOB DESCRIPTION

UNIT OR BRANCH CODE: H

PRESENT JOB TITLE: Senior Program Director

GENERAL FUNCTION:

Under the guidance of the District Executive Director, the Senior Program Director administers the total operation of the program departments, being the Adult, Youth, Pre-school, Outreach and Family.

KNOW-HOW:

This position is primarily concerned with the successful completion of the purpose of the total organization and this Branch in particular. The Senior Program Director works closely with staff and lay leadership as it relates to departmental operation.

He has knowledge of skills in operating a department budget. He must give direct attention to the adult and youth budgets.

He must possess the ability to work with and communicate to a variety of staff and persons met in daily contact. He must be able to further communicate the objectives and meaning of the YMCA as a whole. He must be able to give assistance to the program units in such a manner that it will enhance the total operation of the branch

JOB SEGMENTS:

1. Employment and supervision of Program Unit Personnel

    a. Give attention to the successful recruiting of

staff people in the program units - adult, youth, pre-school, outreach, and family.

b. Responsible for budget function in all program departments.

c. All program directors report directly to Senior Program Director.

2. Give direct guidance to the Physical Department, with emphasis in the following areas:

a. Family Program

Give attention to the development of programs, work with family program sub-committee, and supervise program.

3. Give direct guidance to the youth program and constantly evaluate it.

4. Give direct guidance to the outreach program from the standpoint of:

a. Service to the community in the community.

b. Supervision of staff.

c. Evaluation and revision of program design.

5. Program Development

Development of creative programs which better speak to the community and society in general.

Development of programs which will secure outside funding.

6. Community Involvement

Staff person related to the Goal Committee and the Branch

Program Board. Involves the establishment of a wholesome working relationship between the YMCA and the community, and bringing the community into programs.

7. Branch Projects

   Involvement in the development of funding resources through proposals and identification of other resources.

8. Committee Involvement

   Staff person related to the Goal Committee and the Branch Program Board.

9. Branch Training

   Staff person responsible for training experiences within branch.

10. Branch Operations

    Responsible for operation of branch when assigned.

EFFECT ON END RESULT:

This position has an impact on the total branch operation and the manner in which its aim and objectives with regard to the community are met.

1. Interpretation of the goals of the YMCA to the membership, with eventual growth on their part.
2. Development of staff and their attitudes in relation to working with the membership.
3. Developing a competence in implementing aforestated needs.

APPENDIX E

Interpretive Analysis of YMCA
Professional Certification

INTERPRETIVE ANALYSIS OF YMCA
PROFESSIONAL CERTIFICATION

The National Council of YMCA's adopted a new employee classification plan in 1969. Under this present system Community Professionals (street workers, counsellors, etc.) have a more clearly defined position within the organizations structure. However, this system does not represent a career ladder that allows for employee mobility with the least amount of time and expense, nor the achievement of comprehensive knowledge, skills, and know-how.

This paper will make a comparison of the YMCA's former and present employee classification plan to that of the human services career ladder developed by Career Options.

For additional information, see Phase II Final Report on Career Ladders and Core Curriculum.

O R M E R	P R E S E N T	P I L O T "C"	L I F E/W O R K E X P .
		PROFESSIONAL: Doctor's Degree Master's Degree	6 yrs. of progressive experience with Equivalency Examination.
P 4: Secretaries. ons employed full to deal with ram, policy or . have served ptably at least s. and completed rty semester hrs" emic requirement stablishing eq- lent in grad. y, and have been ified by the i of Certification	SENIOR DIRECTORS: Staff members wo have completed a 2 yr. period of demonstrated competence as a Director; (1) if a college grad. one of these: (a) 3 units of YMCA Career Development Program (b) a grad. degree (either before or after employment) and the first unit of the Career Development Program (APPD) (c) 15 semester hrs. of study in a relevant discipline, and 2 Career Development Units. (2) if not a college grad. (former staff associate) (a) completion of 3 units of Career Development program (b) completion of at least 15 semester hrs. of relevant college study (c) 2 additional years of satisfactory service as a YMCA Director (total of 4 yrs.).		

O R M E R	P R E S E N T	P I L O T "C"	L I F E/W O R K E X P.
) 3: Junior Sec- ries. Persons)yed full-time to with YMCA policy, ram or admn., ified by college . or educational valent, church ership or equiva- statement of n, and a certi- te of good health. ot fully meet re- ements of service education for sification as p 4.	Directors: Staff member employed full time in program or admn., who have a college degree or 120 semester hrs. of acceptable college work, or staff members similarly employed who have completed: (1) 6 yrs of successful employment as Staff Associate (less one yr for each year of college completed, (2) 3 units of YMCA Career Development Program sponsored by National Board of YMCA's, (3) a successful performance appraisal conducted by a member of General Agency staff (region/ Nat'l).	Technologist II: Bachelor's Degree	5 yrs. of progressive experience with Equivalency Examination.
p 2: Instructors, ram Leaders, nistrative Assis- s. May be full art-time. Do not requirements for etaryship (i.e. p 3 or 4).	Staff Associates: Staff members employed full time in program and administrative positions who do not meet the qualifications for listing as YMCA Directors, or who may be in the process of meeting these requirements.	Technologist I: 3rd yr. college certificate	4 yrs. of progressive experience with Equivalency Examination.
roup 1: Clerical, aintenance, Food ervice and similar mployees, not re- ated to conduct- ng and supervis- ng program. Do ot meet require- ents for Groups , 3, or 4.	General Employees: Related to essential operational functions, such as clerical, maintenance, food service, janitors, engineers	Technician II: Associate in Arts Degree Technician I: 1st year college certificate. Trainee: High School or less.	3 yrs. of progressive experience with Equivalency Examination. 2 yrs. of progressive experience with Equivalency Examination. 1 yr. of training before taking Qualifiying Examination for Technician I position.

Under both YMCA classification plans Groups I and General employees are clerical and food service personnel and are locked in dead-end jobs. Females, are generally clerical and food service employees, and are restricted to these jobs under both systems. There is no system for better positions or testing for possible skill recognition.

Staff Associates under the present plans are still faced with the problem's of Group 2 employees under the former plan, being restricted to a formal educational system without alternative routes for acquiring skills knowledge and know how.

Employees who are Directors are seemingly given a choice of routes to further advancement, but a close look shows that there is very little difference from them and the former Group 3. They are people with college degree's or a great number of credit hours. These positions are virtually filled by degreed persons. After six years of successful employment, there is no system for skill recognition that would allow for immediate mobility.

Senior Directors (or under the former plan Secretaries) are still the few executives who are given the greatest career benefits within the organization. Allowing the "status system" based on academic achievement rather than life work experience and education, to continue to function.

Career Options proposes that the YMCA of Metropolitan Chicago utilize Pilot "C" on a limited scale for testing the reality of career advancement within and without the organization.

APPENDIX F

Career Options Research and Development
Amendment for Pilot C

AMENDMENT

Pilot "C"

Project No. 7-0329
Career Options Research and Development

A. Background

This document is prepared in support of Phase III, Career Options Research and Development Program of the Y.M.C.A. of Metropolitan Chicago. Amendments are made with specific reference to Pilot "C" - a research project focused on the development of career ladders and core curricula on the secondary and post-secondary levels of education for human services. (See Phase III Proposal, Project No. 7-0329, dated September 30, 1970, with Addendum, dated November 9, 1970)

B. Rationale

The rationale for this amendment is based on our current assessment of cost as compared with benefit (input as compared with output). Throughout Phase II, Pilot "C" has tested and validated one-fourth of the core curriculum at Central Y.M.C.A. Community College. Given the limitation of time, it is now estimated that Pilot "C" will not be able to complete the research and validation of new curricula both above and below the Associate in Arts (A.A.) degree level.

In addition, cost of student and faculty participation is prohibitive (i.e., $435.00 per student/trainee and $1,800.00 per teacher for one term of 12 credit hours), with impact predicted to affect only those Y.M.C.A's which participate in the pilot project.

In view of the high cost (both financial and human resources) of limited local out-put, Pilot "C", through the leadership of Mrs. Jeanette Hall, has developed an alternative of national impact. Utilizing the existing resources of the National Council of Y.M.C.A's, the findings of Phase I and Phase II are now channeled into the administrative and policy-making body. In support of the longstanding interest in relevant vocational-technical education for quality service to the disadvantaged, key personnel on the national, regional, and local levels, including Career Development Specialists, are involved in the process of field research, validation, and design of a national Y.M.C.A. Career Development Program. Our goal, nevertheless, remains the same, i.e., to research and develop career ladders in human services through new and restructured core curricula at secondary and post-secondary levels of education. Our methodology will continue to be the systems approach to functional task analysis - for career-oriented curricula in human services.

C. Design

This design for constructive change is in response to the everpressing demand for quality and productivity in a wide variety of human services now operated by the Y.M.C.A. Movement. We recognize that the key to our institutional capabilities in human services is in pre-service and in-service training and education, coupled with the development of realistic career ladders for all employees.

Under the leadership of Mrs. Jeanette Hall, Pilot "C" of the Career Options Research and Development Program will involve key administrators and technical personnel to perform the following functions:

1. Review existing data of Pilot "C" pertaining to functional task analysis for career development.

2. Conduct additional research and evaluation of current information pertaining to the Y.M.C.A. Career Development Program - nation-wide.

3. Test and validate career ladders with supportive curricula at the secondary and post-secondary levels of vacational-technical education for human services.

D. Task Force

1 Pilot "C" Program Director
8 Research Liaisons for Eight Target Cities
2 Career Development Specialists
1 Regional Program Consultant
1 Director of Personnel Service - National Council
1 Technical Consultant

E. Commitment

The above task Force members have been interviewed by Mrs. Jeanette Hall, Program Director of Pilot "C", and Mr. Jesse N. Alexander, Jr., Associate Executive Director, National Council of the Y.M.C.A., and have formally agreed to cooperate in the following scope of work:

Workshop I

Work organization of Pilot "C" Task Force, to review the systems approach to functional task analysis; to determine goals and objectives, supported by research strategies and tactics; to pretest the Phase III Research Design, and to delegate responsibilities.

Research I

This is the first stage of research work back-home, in the field, on-the job, in Phase III of Pilot "C". The Task Force will test, validate and evaluate human service career ladders by the systems approach to functional task analysis in 8 target cities, with a study population of 200 employees. The central operation of data collection, editing, organization and processing will be under the supervision of the Pilot "C" Program Director, with

the technical support of "Career Options."

Workshop II

Review of work progress by Pilot "C" Task Force, with additional resources (both administrative and technical) for quality control, in order to ensure the validity and reliability of research findings as applied to education and training, i.e., Career Development Program. Administrative and technical "hang-ups" are to be resolved during this workshop.

Research II

This is the second stage of research work back-home, in the field, on-the-job, in Phase III of Pilot "C". The Task Force will conduct a follow-up study to validate the first stage findings. Additional data may be sought to ensure a comprehensive model of career development in human services. Continued monitoring and technical support will be provided by "Career Options."

Workshop III

Concluding field research in Phase III of Pilot "C", this workshop is designed for final input, organization of research findings, articulation of career ladders and curriculum, detailing of text materials for the following advisory documents:

1. Issues and Answers Regarding Community Involvement and Control of Human Services Education - The Y.M.C.A. Experience.

2. Syllabus for National Y.M.C.A. Career Development Program.

3. Students' and Workers' Manual - National Y.M.C.A. Career Development Program.

4. Instructors' Manual - National Y.M.C.A. Career Development Program.

While the current conditions of unemployment and under-employment affect all Americans, ethnic minorities now serving and being served by the Y.M.C.A. Movement have shown keen sensitivity pertaining to the quality of human services which require relevant education and training. While "career ladders" remains a jargon for lip-service, "Career mobility is a must, particularly for those Y.M.C.A. employees who are Black, Chicano, Asian as well as other minorities," stated Mr. Jesse N. Alexander, Jr., Associate Executive Director of the National Y.M.C.A. It is in this spirit that the minority leadership of this national organization will spearhead an exemplary Career Development Program in Human Services, to accelerate and expand the impact of "Career Options" for all people. (See letter of commitment attached)